

E B Ellington Elementary

5600 Ellington School Road
Ravenel, SC 29449

Grades	PK-5 Elementary School	
Enrollment	235 Students	
Principal	Karen M. Hollinshead-Brown	843-889-9411
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	17	70	38

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Good	Yes
2005	Good	Good	No
2006	Good	Unsatisfactory	Yes

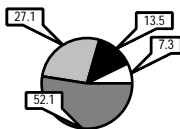
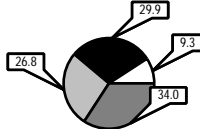
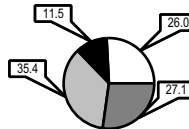
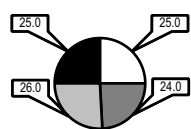
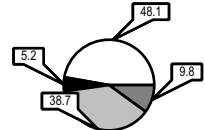
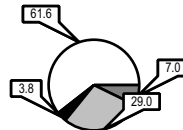
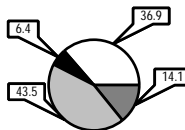
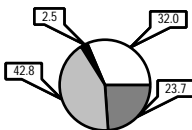
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	104	95.2	5.5	26.4	53.8	14.3	79.1	Yes	Yes
Gender									
Male	51	92.2	9.5	31.0	52.4	7.1	73.8	N/A	N/A
Female	53	98.1	2.0	22.4	55.1	20.4	83.7	N/A	N/A
Racial/Ethnic Group									
White	16	93.8	0.0	23.1	53.8	23.1	92.3	I/S	I/S
African American	78	96.2	7.0	26.8	53.5	12.7	76.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	90	100.0	2.4	25.3	57.8	14.5	84.3	N/A	N/A
Disabled	14	64.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	103	95.1	5.6	25.6	54.4	14.4	80.0	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	97	94.8	5.8	25.6	54.7	14.0	79.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	97	94.8	5.9	27.1	51.8	15.3	77.6	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	104	94.2	4.4	27.8	35.6	32.2	81.1	Yes	Yes
Gender									
Male	51	90.2	2.4	26.8	39.0	31.7	80.5	N/A	N/A
Female	53	98.1	6.1	28.6	32.7	32.7	81.6	N/A	N/A
Racial/Ethnic Group									
White	16	93.8	0.0	7.7	46.2	46.2	100.0	I/S	I/S
African American	78	94.9	5.7	31.4	34.3	28.6	78.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	90	100.0	2.4	26.5	36.1	34.9	84.3	N/A	N/A
Disabled	14	57.1	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	103	94.2	4.5	27.0	36.0	32.6	82.0	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	97	93.8	4.7	28.2	35.3	31.8	81.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	97	93.8	4.8	28.6	34.5	32.1	79.8	Yes	Yes
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	104	100.0	26.0	35.4	27.1	11.5	38.5
Gender							
Male	51	100.0	28.3	32.6	28.3	10.9	39.1
Female	53	100.0	24.0	38.0	26.0	12.0	38.0
Racial/Ethnic Group							
White	16	100.0	7.1	42.9	28.6	21.4	50.0
African American	78	100.0	29.7	36.5	24.3	9.5	33.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	90	100.0	20.5	36.1	30.1	13.3	43.4
Disabled	14	100.0	61.5	30.8	7.7	0.0	7.7
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	103	100.0	25.3	35.8	27.4	11.6	38.9
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	97	100.0	26.4	37.4	25.3	11.0	36.3
Socio-Economic Status							
Subsidized meals	97	100.0	27.8	35.6	25.6	11.1	36.7
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	104	100.0	25.0	26.0	24.0	25.0	49.0
Gender							
Male	51	100.0	32.6	28.3	21.7	17.4	39.1
Female	53	100.0	18.0	24.0	26.0	32.0	58.0
Racial/Ethnic Group							
White	16	100.0	28.6	21.4	21.4	28.6	50.0
African American	78	100.0	24.3	25.7	24.3	25.7	50.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	90	100.0	18.1	27.7	25.3	28.9	54.2
Disabled	14	100.0	69.2	15.4	15.4	0.0	15.4
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	103	100.0	24.2	26.3	24.2	25.3	49.5
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	97	100.0	25.3	26.4	23.1	25.3	48.4
Socio-Economic Status							
Subsidized meals	97	100.0	23.3	26.7	25.6	24.4	50.0
Full-pay meals	7	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	33	100.0	10.7	7.1	82.1	0.0	82.1
	4	46	100.0	17.9	25.6	48.7	7.7	56.4
	5	52	100.0	20.8	37.5	39.6	2.1	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	32	100.0	3.2	0.0	61.3	35.5	96.8
	4	27	100.0	4.3	13.0	78.3	4.3	82.6
	5	45	88.9	8.1	56.8	32.4	2.7	35.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	33	100.0	10.7	39.3	32.1	17.9	50.0
	4	46	100.0	25.6	23.1	28.2	23.1	51.3
	5	52	100.0	16.7	58.3	14.6	10.4	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	32	100.0	3.2	9.7	22.6	64.5	87.1
	4	27	96.3	0.0	27.3	54.5	18.2	72.7
	5	45	88.9	8.1	43.2	35.1	13.5	48.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	33	100.0	10.7	53.6	28.6	7.1	35.7
	4	46	100.0	15.4	38.5	30.8	15.4	46.2
	5	52	100.0	39.6	43.8	14.6	2.1	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	32	100.0	9.7	41.9	35.5	12.9	48.4
	4	27	100.0	8.7	21.7	43.5	26.1	69.6
	5	45	100.0	47.6	38.1	11.9	2.4	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	33	100.0	7.1	28.6	25.0	39.3	64.3
	4	46	100.0	10.3	25.6	28.2	35.9	64.1
	5	52	100.0	37.5	41.7	14.6	6.3	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	32	100.0	6.5	25.8	41.9	25.8	67.7
	4	27	100.0	21.7	26.1	17.4	34.8	52.2
	5	45	100.0	40.5	26.2	14.3	19.0	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 235)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	8.3%	Up from 3.8%	4.0%	2.8%
Attendance rate	96.0%	Up from 95.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%	Down from 6.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%	Down from 6.1%	0.0%	0.0%
Eligible for gifted and talented	6.4%	Up from 2.2%	3.7%	10.4%
On academic plans	27.0%	N/AV	49.0%	33.6%
On academic probation	17.8%	N/AV	2.1%	1.0%
With disabilities other than speech	6.3%	Down from 8.6%	7.3%	7.5%
Older than usual for grade	2.8%	Down from 3.5%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.7%	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	52.2%	Up from 45.0%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.7%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	16.7%	Down from 17.6%	2.9%	0.0%
Teachers returning from previous year	78.6%	Up from 68.9%	83.1%	87.3%
Teacher attendance rate	96.6%	Up from 96.1%	94.6%	94.9%
Average teacher salary	\$43,159	Up 3.3%	\$41,427	\$42,485
Prof. development days/teacher	12.6 days	Down from 13.5 days	14.7 days	13.3 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 15.9 to 1	16.4 to 1	18.6 to 1
Prime instructional time	92.1%	Up from 91.2%	88.3%	89.7%
Dollars spent per pupil*	\$8,915	Up 37.3%	\$7,825	\$6,557
Percent of expenditures for teacher salaries*	43.0%	Down from 60.4%	59.7%	64.0%
Percent of expenditures for instruction*	60.0%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

With the valuable assistance from the staff and the School Improvement Council, this report has been developed to share with you our challenges and our successes. To address our concerns in the area of reading, we will continue to implement Pat Cunningham's Four Blocks Instructional Model and provide trade books for all students in order to help build home libraries and promote reading. We will also continue to utilize the Accelerated Reader Program, Reading Soul Mates, and home reading programs as school-wide initiatives for our students. In order to show gains in math, our teachers will receive continuous training in our math series, which aligns the state standards to our curriculum. To help our students improve in their writing skills, all teachers received training in the Write Traits Model, which is implemented across the curriculum.

In addition to implementing the strategies described above, Ellington is working with Edison and Co-nect in order to improve student achievement. The components of these models include leadership, professional development, alignment of curriculum standards, and student assessment. Finally, the teachers are provided with methods and strategies that are based on scientific research. We are confident that our students will continue to show gains on PACT because of our instructional focus and our rigorous staff development opportunities that are conducted throughout the year.

We are encouraged by parental support. We ask that you continue to encourage your child to do his or her best. Please support us by making sure homework is completed and returned, students come to school with the proper supplies, and you have discussed with your child what they did in school. Read to your child daily and let your child read to you, and let them write about what they read. It will make a difference. It takes all of us working together to make a difference in your child's education. Call or come by to see us in action. Our doors are always open and you are always welcome.

Karen M. Hollinshead-Brown, Principal
Vivian Porter, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	42	31
Percent satisfied with learning environment	100.0%	95.2%	93.3%
Percent satisfied with social and physical environment	94.1%	78.6%	90.0%
Percent satisfied with school-home relations	55.6%	90.5%	93.3%

*Only students at the highest elementary school grade level at this school and their parents were included.